Paradise Senior High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Paradise Senior High School
Street	5911 Maxwell Drive
City, State, Zip	Paradise, CA 95969
Phone Number	530-872-6425
Principal	Christina Voigt
Email Address	cvoigt@pusdk12.org
School Website	http://phs.pusdk12.org/
County-District-School (CDS) Code	04-61531-0437350

2023-24 District Contact Information

District Name	Paradise Unified School District
Phone Number	530-872-6400
Superintendent	Tom Taylor
Email Address	scraft@pusdk12.org
District Website	https://www.pusdk12.org/

2023-24 School Description and Mission Statement

PHS, a comprehensive high school, sits on a 26-acre site with a total of 46 classrooms including three science labs, two gymnasiums, a band room, a performing arts center, computer labs, one engineering lab, a library, two weight rooms, an agricultural mechanics shop, and a student store. Outside recreational facilities include basketball courts, softball and baseball diamonds, a football field, and several practice fields. The school is currently building a new state-of-the-art classroom/administration building which will be done by the start of the 23-24 school year. In addition, all science classrooms are set to be completely redone along with a new library and media lab for the 23-24 school year. .

Paradise High School offers a wide selection of academic and vocational courses to meet the needs of its student body. In addition to the traditional UC/CSU prep courses, PHS students may take Honors and/or Advanced Placement courses in English, math, foreign language, science, and social science. Four years of Spanish are also available. Through articulation agreements with Butte Community College, students in certain academic courses may be able to earn concurrent credit from the college (2+2+2 classes). Paradise High School also offers career pathways such as: PLTW Engineering, Woodworking, and Agricultural Mechanics.

2023-24 School Description and Mission Statement

The mission of Paradise High School is to work as a learning community to ensure that all students demonstrate high levels of academic achievement. Our school culture is focused on the shared commitment to be safe, respectful, and responsible. We will work to empower and motivate all students to reach their learning potential and to realize their personal vision for the future. Our vision is to work collaboratively with students, parents, and community members to enhance learning, as well as encourage enthusiasm and responsibility for learning. Our goal is to produce knowledgeable, productive, and responsible citizens who are motivated toward continual learning and individual growth.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	135
Grade 10	129
Grade 11	129
Grade 12	83
Total Enrollment	476

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.5%
Male	54.8%
American Indian or Alaska Native	1.5%
Asian	0.6%
Black or African American	0.2%
Filipino	0.4%
Hispanic or Latino	15.8%
Two or More Races	5.5%
White	76.1%
English Learners	0.6%
Foster Youth	0.4%
Homeless	6.3%
Socioeconomically Disadvantaged	52.5%
Students with Disabilities	16.4%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.50	87.27	98.30	80.10	228366.10	83.12
Intern Credential Holders Properly Assigned	0.40	1.36	1.60	1.30	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	1.71	5.20	4.24	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	6.93	7.30	6.02	12115.80	4.41
Unknown	0.80	2.73	10.20	8.33	18854.30	6.86
Total Teaching Positions	29.30	100.00	122.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.30	84.19	87.30	77.77	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	2.67	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.60	2.31	6.70	6.04	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	7.33	7.30	6.56	11953.10	4.28
Unknown	1.60	6.06	7.80	6.94	15831.90	5.67
Total Teaching Positions	27.70	100.00	112.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.50	0.00
Misassignments	0.00	0.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.50	0.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.10
Local Assignment Options	2.00	0.90
Total Out-of-Field Teachers	2.00	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district sets a high priority on providing current and sufficient textbooks and instructional materials for students. In this regard, our primary goal is to provide instruction and materials that are aligned with the California Content Standards. The district textbook review and approval process consider instructional materials that have been approved by the State Board of Education (SBE) for textbook adoption. Students have access to a wide variety of instructional materials including texts, workbooks, math and science equipment, reference resources, library, and audiovisual materials. The school library and other technology resources provide students and staff with additional tools for learning and accessing information.

Annually the district surveys availability and adequacy of textbooks and science laboratory materials. Sufficient standards-aligned core textbooks are provided for each student on a one-to-one basis. Adequate materials support English language learners. District-adopted materials are consistent with state requirements. In addition, various supplemental programs are utilized in classrooms and a number of intervention programs are used for academic support for struggling learners.

Year and month in which the data were collected	November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell, CSU, Chico, ERWC, Newsela Pro	Yes	0%
Mathematics	CPM: Core Connections 3, ©2014 CPM: Integrated Math 1, ©2014 CPM: Integrated Math 2, ©2015 CPM: Integrated Math 3, ©2016 Glencoe Mathematics for Business and Personal Finance ©2014 The Practice of Statistics, 6th edition - Bedford, Freeman & Worth ©2018	Yes	0%
Science	Prentice Hall (Pearson): Physical Science, Conceptual Physics, ©2009 Prentice Hall (Pearson), Biology, ©2007 Holt, Rinehart & Winston, Modern Chemistry, ©2000	Yes	0%
History-Social Science	Pearson/McGraw Hill- World History, US History, American Government	Yes	0%
Foreign Language	Descubre 1 : Lengua y cultura del mundo hispanico, Vista Higher Learning ©2014	Yes	0%
Health	Glencoe Health, ©2008	Yes	0%
Visual and Performing Arts	Teacher-selected instructional materials that are aligned with State standards		0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Due to the passing of the School bond on November 7, 2018 and the Camp Fire on November 8, 2018 There are many new facilities and upgrades happening in Paradise Unified School District (PUSD). On January 18, 2022 PUSD approved the Facilities Project Priorities List where every site will have improvements.
Paradise High School broke ground on a new 19 classroom with an administration building. In addition, the old science and library wing is being remodeled into 3 state of the art science labs, a library, and a media lab. The old administration and 4-classroom building was demolished to make room for the new building. We also upgraded our underground infrastructure and added a back-up generator to power all of the buildings on the main campus in the event of a power outage.

Year and month of the most recent FIT report	December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	46	39	36	35	47	46
Mathematics (grades 3-8 and 11)	24	23	28	27	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	113	106	93.81	6.19	38.68
Female	62	59	95.16	4.84	37.29
Male	51	47	92.16	7.84	40.43
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	20	20	100.00	0.00	40.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	81	74	91.36	8.64	33.78
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	74	69	93.24	6.76	34.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	17	77.27	22.73	47.06

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	113	103	91.15	8.85	22.55
Female	62	56	90.32	9.68	18.18
Male	51	47	92.16	7.84	27.66
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	20	19	95.00	5.00	26.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	81	72	88.89	11.11	19.72
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	74	67	90.54	9.46	21.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	18	81.82	18.18	27.78

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.39	16.88	22.02	18.02	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	166	160	96.39	3.61	16.88
Female	73	72	98.63	1.37	11.11
Male	93	88	94.62	5.38	21.59
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	23	23	100.00	0.00	13.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	36.36
White	126	120	95.24	4.76	15.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	14	14	100.00	0.00	7.14
Military	--	--	--	--	--
Socioeconomically Disadvantaged	97	94	96.91	3.09	15.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	17	85.00	15.00	11.76

2022-23 Career Technical Education Programs

Paradise High School offers a variety of Career Pathways which prepare students for post-secondary education leading to careers. Career Pathways include a sequence of Career and Technical Education (CTE) courses that concentrate on skills for careers within a particular industry. Completed along with academic core classes that meet high school graduation requirements and college prep requirements, these courses help to prepare students for post-secondary training. This could include an industry-recognized certificate or license, a two-year degree (A.A. or A.S.), a four-year degree (B.A. or B.S.), or graduate degree (M.A., M.S., PhD., M.D., etc.) that lead to highly skilled jobs.

The 2+2+2 courses aligned with Butte College are Multimedia Applications, Photo 1; and Public Speaking. PHS also participates in the CSU High School Scholar's program. In addition, PHS offers sequential courses for College and Career Readiness in the following Career Pathways: Agriculture & Natural Resources Sector; Arts, Media, & Entertainment Sector; Building & Construction Trades Sector; and Engineering & Architecture Sector.
More detail can be found in the Program Planning Guide on the PHS website's counseling tab (http://phs.pusdk12.org/).

The primary representative of the CTE committee is Stacie Martin, and some industries participating in the CTE pathways are Workability, the California transition program, and CSUC Manufacturing Expo.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	214
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	12.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.65
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	20.62

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	92.75	89.03	91.4	88.5	92.25

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

PHS Administration, staff, and leadership employ a wide range of opportunities to encourage parental involvement:

- School Site Council
- Parent-Teacher-Student Organization (PTSO)
- Back-to-School night in the fall is an opportunity for parents to obtain information about the school as a whole, as well as individual teacher requirements, strategies, and expectations
- Open House in the spring is a night for PHS students to share their work and accomplishments with parents and the community
- Academic and athletic awards nights and banquets
- Sports Boosters
- Band Boosters
- Parent/Student Handbook
- Aeries Portal
- PHS web page
- Annual parent surveys
- Automated messaging system
- Administrative Team and students share information at public school board meetings
- Ninth grade summer Parent/Student meeting before school helps to inform parents and students of the opportunities and expectations at the high school
- Ninth grade families meet counselors to develop a four-year plan for college or career pursuit
- Junior and Senior parent night highlight college and career readiness and help parents and students access scholarships and financial aid

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	2.2	2.9	6	6.9	8	13.3	9.4	7.8	8.2
Graduation Rate	95.5	94.2	94	89.7	89.9	85.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	83	78	94.0
Female	27	27	100.0
Male	56	51	91.1
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	66	64	97.0
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	21	19	90.5
Socioeconomically Disadvantaged	60	55	91.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	14	11	78.6

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	529	503	148	29.4
Female	239	230	70	30.4
Male	286	270	76	28.1
Non-Binary	4	3	2	66.7
American Indian or Alaska Native	8	8	1	12.5
Asian	3	3	0	0.0
Black or African American	2	2	0	0.0
Filipino	2	2	1	50.0
Hispanic or Latino	86	81	23	28.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	33	30	11	36.7
White	394	376	112	29.8
English Learners	6	6	2	33.3
Foster Youth	4	4	2	50.0
Homeless	43	41	17	41.5
Socioeconomically Disadvantaged	354	335	106	31.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	94	89	34	38.2

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	2.34	11.80	8.88	1.60	7.71	7.29	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.88	0
Female	5.86	0
Male	11.54	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	8.14	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	12.12	0
White	8.63	0
English Learners	0	0
Foster Youth	0	0
Homeless	20.93	0
Socioeconomically Disadvantaged	9.6	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	15.96	0

2023-24 School Safety Plan

Paradise High School has developed and implemented a comprehensive School Safety Plan that includes all components as required under Education Code Section 32280. This plan was developed in collaboration with the Paradise Unified School District, School Site Council, site administration, Paradise Police Department, Butte County Sheriff's Department, Paradise Fire Department, and the Town of Paradise. The plan addresses safe ingress and egress, civil unrest, weapons on campus, maintaining order on campus, natural disasters, armed intruders, fire and earthquake, etc.

Emergency plans and exit routes are posted in every PHS classroom and office; these rooms also contain crisis kits comprised of supplies in the event of an extended lockdown (toiletries, first-aid kit, emergency plan report, contact numbers, etc.). Fire drills and lockdown drills are conducted within the first 30 days of each semester. An earthquake drill is conducted one time per year at the beginning of the school year.

The plan contains all of the information required by law and is updated annually by site administration and the School Site Council (by January) with final review and approval by the PUSD Governing Board at the February meeting.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	12	9	1
Mathematics	19	13	6	
Science	21	6	5	2
Social Science	19	10	6	1

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	13	10	
Mathematics	21	9	8	1
Science	18	9	4	2
Social Science	18	9	8	1

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	12	8	2
Mathematics	19	11	7	2
Science	20	9	3	2
Social Science	21	7	7	2

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	952

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13156	4618	8538	72182
District	N/A	N/A	8080	$74,223
Percent Difference - School Site and District	N/A	N/A	5.5	1.8
State	N/A	N/A	$7,607	$77,993
Percent Difference - School Site and State	N/A	N/A	25.7	-9.2

Fiscal Year 2022-23 Types of Services Funded

Resource and IEP services, teacher tutoring, on-line credit recovery opportunities, AP and Honors' courses, foreign languages, sports, College Connection, Dual enrollment, Agricultural Mechanics, Project Lead the Way, Leadership, Link Crew, and VAPA programs all supplement the core instructional education.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$41,060	$47,616
Mid-Range Teacher Salary	$62,170	$75,580
Highest Teacher Salary	$101,468	$100,485
Average Principal Salary (Elementary)	$113,010	$114,067
Average Principal Salary (Middle)	$101,545	$123,622
Average Principal Salary (High)	$123,988	$125,386
Superintendent Salary	$163,000	$157,977
Percent of Budget for Teacher Salaries	23.37%	27.82%
Percent of Budget for Administrative Salaries	4.65%	5.78%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	13

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	1
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	6

Professional Development

Staff are paid for 3 days of professional development although some choose to go beyond that number of hours. Two of the three days is provided by the district, the last day is at the behest of the individual based on personally-stated needs and done in the week before the first fay of school. All professional development must be approved in advance. The need for professional development is determined by analyzing data from Renaissance, SBAC, AP, CAST, passing rates, discipline, graduation rate, common assessments, teachers' stated needs, etc. Some of the main identified areas for professional development are ACES (Adverse Childhood Experiences) trainings, mindfulness trainings, Capturing Kids' Hearts, Restorative Justice, RULER, and

Professional Development

subject-matter trainings.

Professional development opportunities are available through Paradise Unified School District, Butte County Office of Education, on-site teacher-led trainings, and other professional providers. Content is delivered through conference attendance, workshops on campus during staff development days, one-on-one coaching from curriculum content experts, senior teacher mentoring, and online workshops.

Teachers are supported during implementation in many ways, some of which include co-teaching, senior teacher mentoring, release time to observe colleagues, goal-setting with admin, PLCs, outside professionals working with some departments,

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	